

14 Spending money

It's just opened

Lesson profile

Vocabulary	Shops
Reading	Advertisements
Grammar	Present perfect with <i>just</i> , <i>yet</i> and <i>already</i>
Pronunciation	Questions with question words
Speaking	Key Speaking Part 2

Warmer

Write these verbs from Unit 13 on the board, well spaced out: *be break dream eat fall forget grow lend meet ride sell wear*. Bring in a ball, or improvise with some paper screwed up into a ball. Arrange the students into two teams, lined up facing the board.

The first student in team A throws the ball at a verb. The first student in B must ask a *Have you ever ... ?* question using the verb the ball lands at or lands nearest, for example (*forget*) *Have you ever forgotten your dad's birthday?* One of the students in the team that threw the ball must answer.

The second students in the line do the same, team B throwing the ball. Teams get a point for asking and answering a grammatically correct question. Continue until all the students have played and add up the points.

VOCABULARY

About you

1 Arrange the students into pairs. Ask them to look at the pictures, describe them and say what they would like to buy there. Ask them to make a list of the last six things they bought and where they got them.

Before the students discuss the questions in the book, check that they know the shop vocabulary, for example by asking *Which place is usually outside?* (market) *Where can you buy medicine?* (chemist)

READING

2 Books closed, pre-teach *advertisement* (show some examples from YouTube or a magazine) and ask the students if they have a favourite (they could find it on their mobile devices or just describe it).

Books open, the students do the first reading task.

Answers

Eat me: sweets and chocolates

Drinks and Things: juices, cakes and sandwiches

Shop and Try: clothes

3 Give the students three minutes to answer the questions.

Answers

- 1 It opened on 3rd October. 2 on 15th October
3 It opened on 20th September. 4 Drinks and Things
5 Shop and Try 6 Drinks and Things 7 Eat Me
8 Shop and Try

GRAMMAR Present perfect with *just*, *yet* and *already*

4 The students find the date of the magazine (4–11 October) and then the dates the three shops open(ed).

Mixed ability

If you think the present perfect in the questions might confuse the students, explain that it means 'Is *Drinks and Things* open now?' etc.

Answers

- 1 no 2 yes 3 yes

5 Ask the students *What tense are the sentences in red?* (present perfect). *What are these words yet, already, just?* (adverbs) They match the sentences halves to complete the information about them.

Language note: word order: *already* and *just* come **after** *have* and **before** the main verb; *yet* goes at the **end** of the sentence.

Answers

- 1 c 2 a 3 b

→ Grammar reference Student's Book page 160

6 Go through the examples in 4 and 5 and make sure the students know which sentences are positive, negative and questions. They then complete the table.

Fast finishers

Write this conversation on the board while the students are filling in the table:

- Yes! Fantastic!
- What's happened?
- I've just won a big prize.

Fast finishers make similar dialogues for *Oh no!* and *Great!*

Answers

	present perfect positive	present perfect negative	present perfect questions
yet	×	✓	✓
just	✓	×	✓
already	✓	×	✓

Alternative presentation

Bring three cans of soft drink into the class. Two should be unopened and one finished. Put them on your table. Ask the students to gather round you.

Open one can and say *I've just opened the can*. Get the students to repeat this after you and write it on the board.

Show the empty can and say *I've already finished this*. Get the students to repeat this after you and write it on the board.

Open the last can, drink some and say *I've just opened the can but I haven't finished it yet*. Get the students to repeat this after you and write it on the board.

Go to the half-empty can and ask *Have I finished it yet?* (no) Elicit *You haven't finished it yet*. Ask *Have I already opened it?* (yes) Take the empty can and ask *Have I just drunk it?* (no)

The students then fill in the table in Exercise 6.

Corpus challenge

Answers

A correct

B haven't finished

C Hi, Arnold, I've just seen

- 7 Books closed, arrange the students into pairs. Ask them to write eight things which you need for a camping trip.

Books open, they compare with the picture and shopping list. Ask the students *How many things has Jacob already bought?* (8) *How many hasn't he bought yet?* (4)

The students then make sentences.

Answers


Jacob's already bought socks, biscuits, a scarf, boots, a pillow, a water bottle, gloves and a hat.

Jacob hasn't bought a blanket, a toothbrush, a T-shirt or fruit yet.

- 8 Demonstrate by writing a short list of your own routine on the board, and get the students to ask you questions about your day so far with *yet* and *already*. For example, *Have you prepared your lessons for tomorrow yet?*

Books open, they make the list and ask each other.

PRONUNCIATION Questions with question words

- 9  2.02 The purpose of this pronunciation exercise is to prepare students for the Speaking Part 2 task.

The students listen to the recording and repeat. Explain or elicit that questions beginning *What*, *Who*, *Where*, etc. usually have a falling intonation. The /w/ sound can be difficult for many nationalities, so show them how you say /w/ with rounded lips – demonstrating with a kiss is visual and memorable!

Extension activity

The students write down questions beginning *Who*, *What*, *Where*, *Why*, *When* and *How* (*often*). They get into pairs and ask each other the questions.

SPEAKING

Prepare for Key for Schools

Speaking Part 2

Task description

In Speaking Part 2, students ask and answer questions using prompts they have on cards. One card has prompts to make questions and the other has information on it to answer their partner's questions.

Exam tips

Tell students to avoid giving one-word answers but to try to ask full questions and give full answers. They shouldn't worry too much about making mistakes but speak confidently.

→ See Exam Profile 1, Student's Book page 121.

- 10 Arrange the students into A and B. They have done the task before in Unit 3, but explain the instructions again. When they have finished, they swap roles and repeat the task.

Drill the sample answers with the correct intonation. After the task, in their first language if necessary, the students should discuss how well they did, which questions were difficult and how they can do better next time.

Mixed ability

Weaker students should write down the questions first, so you can check the grammar.

Sample answers

A's questions

What does it sell?

What's the address of the shop? / Where is it?

Is it expensive?

Is it open every day?

Does it have a website? / What is the website?

B's questions

Where is the bicycle sale?

When is it? / What date is it (on)?

How much do the bikes cost?

What time does it open?

What's the phone number?

Cooler

Tell the students to stand up. Tell them to sit down if what you say is true about them today. Say some sentences with the present perfect, *yet* and *already*, for example:

Sit down if ...

... you've sent a text today.

... you've drunk some coffee.

... your mum has phoned you.

... you've already watched TV.

... your best friend has said 'Hello' to you.

... you haven't had a shower yet.

The last person standing is the winner.

Let's have three slices each

Lesson profile

Vocabulary	Units of measurement
Listening	Planning a picnic
Speaking	Plan a visit to a festival or shopping mall
Writing	Key Reading and Writing Part 9

Warmer

The students write down everything they've eaten today. In pairs they ask each other questions in the present perfect to see if they've eaten the same: *Have you had any chocolate?* They then compare lists to see who is the healthiest and who is the greediest!

VOCABULARY

About you

- 1 Ask the class if they prefer having a picnic or a barbecue, and when they do each of these. Then put them into pairs for a brief discussion about what type of food they like to eat there.
- 2 Take a ruler and ask the students, *What is this?* (a ruler) *What is it for?* (It's for measuring things.) *How?* (in centimetres and millimetres) Ask the students if they know any more words like these.
The students then complete the sentences.
Language note: In American English some of these words end in *-er* not *-re*, so *meter*, *milliliter*, *kilometer*, etc.

Answers

- 1 You buy food in kilograms or grams.
- 2 You buy drink in litres or millilitres.
- 3 You use pounds and pence and euros and cents to buy things.
- 4 You find out how far away something is in centimetres, metres and kilometres.

Cultural background

In Britain, there are some units of measurement, called imperial units, not widely used in other countries. For example, often distances are given in miles (1 mile = 1.6 kilometres) and people say their weight in stones and pounds (1 stone = 6.4 kilograms).

- 3 **2.03** Go through the pronunciation of numbers, especially prices, by writing some on the board and getting the students to say them aloud.
The students then complete the table and compare answers. Finally play the recording for them to check their answers and repeat.
Language note: the British usually write and say *p* not *pence*.

Answers

How heavy? 225 g, 5 kg
How much liquid? 200 ml, 15 l
How long / tall? 22 cm, 1.65 m
How much money? €19.22, 57p, £15.00, 99c

Extension activity

Ask the students to find out how much these things are:
the price of a cinema ticket
the distance to the nearest airport
how many litres of water you need to drink a day
how much a pound is worth in your money

LISTENING

- 4 Books closed, ask the students to line up according to their birthday, January on the left and December on the right. They do this by asking one another *When's your birthday?*
Books open, the students discuss the question.
- 5 **2.04** Give the students some time to read the task. Then play the recording and ask them to tick what Greg and Ruth have already got for the picnic. (They should put the ticks on the left of the words, as they will have to write the quantity after each word when they listen again in Exercise 6.)

Answers

They have got pizzas, crisps, apples, a blanket and a present.

- 6 **2.04** Say to the students *We can't say two fruit juices. Why?* (juice is uncountable) *So how do we count it?* (litres or bottles of fruit juice)
Play the recording and ask the students to note down 'how much' next to each item on the list.

Answers

pizzas	3
crisps	4 big bags
apples	1.5 kilos
cake	750 grams
lemonade	3 litres
fruit juice	2 litres
water	1 litre

Audioscript

Ruth: Hi, Greg.
Greg: Hi, Ruth.
Ruth: Are we ready for Sonya's picnic tomorrow?
Greg: I think so. I've already got four big bags of crisps and some apples.
Ruth: How many apples did you get?
Greg: About one and a half kilos.
Ruth: Perfect. Have you bought the pizzas yet?
Greg: Yes, I've got three pizzas, that's twelve slices. Have you already done everything on your list?
Ruth: Almost. I haven't got the drink yet.

Greg: Maybe my dad can take us to the supermarket this morning to get some. I'll ask him. How much are we going to get?

Ruth: Well, we need a variety of drinks, don't we? How about two litres of lemonade and the same of fruit juice?

Greg: Perhaps we need a bit more lemonade.

Ruth: OK, let's get three litres of that. And we need a bit of water too. I'll get a litre.

Greg: Fine. What are we going to sit on? Have you got a blanket?

Ruth: Good point! My dad's got an old blanket. It's about 1 metre by 2 metres. I'm sure I can use it.

Greg: Perfect!

Ruth: I can text everyone who's coming, if you like, and ask them to bring blankets, too. Right. Is that all?

Greg: Except for the cake! I'll get a 750 gram one tomorrow.

Ruth: OK. What present have you bought for Sonya?

Greg: I've got her a set of watercolour paints.

Ruth: Great idea! I'm going to get her a pair of sunglasses.

Greg: Cool! See you later.

Ruth: Hey, just a minute, we forgot about ...

- 7** Books closed, write a of water on the board and ask the students for different words to fill the space, for example *lot, bottle, glass*.

Books open, the students match the pictures. Ask them whether these words are followed by singular, plural or uncountable nouns:

slice (a thin section) + uncountable

bit (a small part) + uncountable

pair (two things, or something with two parts) + plural

set (a group of similar things) + plural

variety (different things) + plural

To show the meaning, ask the students to think of more combinations for each word, for example *set* + books, clothes, friends; *bit* + time, bread, money; *slice* + bread, cheese; *pair* + trousers, shoes

Answers

- 1 a slice of pizza 2 a bit of water 3 a pair of sunglasses
4 a set of watercolour paints 5 a variety of drinks

- 8** Demonstrate with an example on the board: *I've got a of time to help you.* (bit)

Answers

- 1 pair 2 variety 3 set 4 bit 5 slice 6 set 7 variety

SPEAKING

- 9** Ask the students to read the conversation in pairs and then try to answer the questions.

Language note: we can use *if not* (and the positive *if so*) instead of repeating a clause. For example: *We can meet at 6.00. If we can't meet at 6.00 If not, 7.00 will be alright.*

Answers

- 1 I can ... if you like; I could ... I suppose 2 if not

Get talking!

See Student's Book page 133.

Answers

- 1 Ruby is going to go to a concert. Ruby is going to ask her dad for the ticket.
2 1 R 2 E 3 E 4 R 5 E 6 R
3 1 Congratulations 2 Cool! ... it's a pity that
3 I suppose 4 Awesome! If not 5 If you like

2.05 Audioscript

Emily: Hi, Ruby.

Ruby: Hi, Emily. Guess what?

Emily: What?

Ruby: I've got a ticket for the Band of Girls concert next Saturday.

Emily: Congratulations, Ruby! How did you get it?

Ruby: Well, my dad won two tickets in a competition. He's taking me.

Emily: Cool! ... But it's a pity that you haven't got another ticket ... for me!

Ruby: I know! Look, I don't think Dad really wants to go.

Emily: Oh Ruby, please can I come instead?

Ruby: I can ask Dad, I suppose. If he doesn't want to go, we can go together!

Emily: Awesome! If not, maybe I can watch it on TV.

Ruby: Sure, and I'll tell you all about it afterwards. Anyway, I'll let you know tonight.

Emily: If you like, I can ask your dad for his ticket. I'll tell him how much I like the band and that I just have to go!

Ruby: No, it's OK. I'll ask him and call you.

Emily: OK. Speak later.

Ruby: Bye.

2.06

- 1 Congratulations, Ruby!
2 Cool! ... But it's a pity that you haven't got another ticket ... for me!
3 I can ask Dad, I suppose.
4 Awesome! If not, maybe I can watch it on TV.
5 If you like, I can ask your dad for his ticket.

- 10** Ask the students if they remember any of the festivals they read about in Unit 12, for example Sounds, and what happened there. Arrange them into pairs to plan and have the first conversation.

The students then have the second conversation. Monitor and give feedback.

WRITING

● Prepare for Key for Schools

Reading and Writing Part 9

Task description

Reading and Writing Part 9 tests students' ability to write a message of 25–35 words, for example an email, a note or a postcard. Students are given three pieces of information which they must include as part of their writing.

Exam tips

To get a high mark students must include the three pieces of information that are needed.

Tell students they will lose marks for writing too little but not for writing too much. However, as they are more likely to make mistakes the more they write, it is best not to do this. It is not necessary to have a perfect answer to get full marks.

Prepare to write

GET READY Dictate a list of punctuation marks, including full stops, capital letters, apostrophes and question marks, to the students to write down as symbols.

The students then correct the note and compare with each other before you give them the answer.

Language notes: the rules on punctuation vary and they are changing because of electronic communication, for example many people would write a comma after the opening (Dear Dad,) but no comma is common now.

Answer

Dear Dad
Ruth and I need to get some things for Sonya's party.
Please can you take us to the supermarket this morning?
Thanks!
See you later.
Greg

PLAN The students read the task and make notes.

WRITE Show the students how to expand the notes into sentences. Write on the board: present – Lego.

Elicit sentences, for example *I have just bought a set of Lego for my sister*. Remind the students that they need to pay attention to the tenses in the question because they will normally use the same in their reply.

IMPROVE The students pass their notes to one another to check that they have covered all three requests and that there are no mistakes.

Sample answer

Hi Marco
I have just bought a set of Lego for my sister because she loves it. I got it from the toy shop near my house.
Best,
Cecilia

Project

A budget for a month

This is an in-class project. The students have to decide how to spend a fixed amount of money in a month.

- Arrange the students into small groups. Ask them to make a list of things they spend money on each month, for example snacks and sweets, travel.
- Collect ideas from the whole class and make a list. Other categories could include cafés, books, clothes, make up, music and the cinema.
- Tell the students that they have 100 euros (or whatever currency and amount is realistic in your country) for each person to spend. They must discuss and agree what to spend the money on and show this in a table. Make sure they use the underlined phrases for making suggestions in Exercise 9 and the prices, for example *We could spend 50 euros on clothes, I suppose*.
- Arrange two groups together to combine and compare their budgets. They should explain their decisions, for example *We need 30 euros for buses because prices have just increased*.

Cooler

Send the students this text message (or write it on the board). They must send it back to you with the correct spelling and punctuation (or write it in their books).

happy new year ru coming 2 the party 2nite
i need 2 know
cu soon

Answer

Happy New Year! Are you coming to the party tonight?
I need to know.
See you soon.

Teacher's resources

Student's Book

Grammar reference and practice page 160
Vocabulary list page 143

Video

Speaking Part 2

Workbook

Unit 14 pages 56–59

Go online for

- Progress test
- Speaking test video worksheets
- Corpus tasks